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ABSTRACT

Data for this study was collected by mailing a specially designed survey instrument to a random sample of 1978 and 1979 graduates from 20 high schools in the central portion of Kentucky. Data from each school was to be analyzed separately, and pooled to reflect the perceptions of the average graduate of the 20 schools. Perceptions measured included: (1) preferred teaching techniques; (2) preferred classroom organizations; (3) conditions in the high school; (4) preparation in general skill areas; (5) preparation in general skill areas; (5) preparation in basic skill areas; (6) preparation for adult roles; and (7) high school departments/areas. A copy of the instrument is appended, as well as a study guide which is intended to help the reader interpret the research report data. (RL)

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The Perceptions of 1978 and 1979 Graduates

By

Marie J. Abram, Ph.D.

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P D N C

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The Perceptions of 1978 and 1979 Graduates

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Spring/Summer 1980

OVERVIEW

The Professional Development Center Network associated with Western Kentucky University conducted a follow up of recent graduates for 17 central Kentucky high schools during the 1979-1980 school year.

This document contains a copy of:

- The instrument sent to recent graduates.
- The final report given each of the 17 high schools.
- The final report pooling data from all 17 high schools.
- The code book used to computerize the data.

This study is shared in the interest of helping other high schools conduct a follow up survey. Consequently, the tables reproduced in the final report for each school (Tables 1 through 23) are blank. The report was written to allow data from any school to be placed in the tables. The code book for computerizing the data is included to facilitate use of the instrument and this report.

Actual data pooled over the 17 schools is reported in the addendum. It is hoped that this pooled data will be useful in understanding the type of evaluative data that can be obtained for this type of a follow up. The actual data reported is anchored in time and place and is unlikely to be helpful to other school districts.

FORWARD

This is the final report for one of twenty Kentucky high schools who took part in a survey of recent graduates. All twenty schools were associated with the Professional Development Center Network (PDC Network); a consortia of public and private schools in central Kentucky. The Dean of the College of Education of Western Kentucky University is also a member of the consortia.

Data for this study was collected by mailing a specially designed survey instrument (see Appendix A) to a random sample of 1978 and 1979 graduates from this high school. The instrument was designed to measure graduates' perceptions of

- *preferred teaching techniques*
- *preferred classroom organizations*
- *conditions in the high school*
- *preparation in general skill areas*
- *preparation in basic skill areas*
- *preparation for adult roles*
- *high school departments/areas*

This study represents the joint efforts of the PDC Research Unit and personnel in the high school. The PDC Research Unit had major responsibilities in the design of the instrument, coordination of data collection, and analysis of data. The school had major responsibility for data collection, dissemination of findings, and use of the data.

Jack Neel

H. Jack Neel
Director, Professional
Development Center Network

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I. LAYOUT OF THIS REPORT

This report of the perceptions of graduates of your high school is divided into five parts.

The first part is the Study Guide. It has three purposes:

- to give the reader an overview of how the report is laid out
- to help the reader read this research report
- to outline a procedure for requesting further analyses of the data contained in this report

The second part is the Body of the Report. It contains materials that will familiarize you with:

- the purpose of the study
- the development of the instrument
- the design of the study
- the need to carefully interpret the findings of the study
- the findings of the study

The third part contains three appendices.

- the first appendix contains paperwork associated with data collection (the instrument, a sample cover letter, a sample news release)
- the second appendix contains a form to request further analysis of the data
- the third appendix contains a form to evaluate the study and this report

The fourth part is labelled Open Ended Data. This section has been set aside to allow each school district to add to the report their summary of the graduates' open ended comments.

The fifth part is labelled Addendum. You will receive materials for this section during the last half of 1980. The addendum will reflect the findings of the average graduate of all 20 schools participating in the study. These findings can be used as a grounding point against which to compare the data found in section VI.

II. UNDERSTANDING AND USING THE DATA

This portion of the chapter will be devoted to helping the reader make use of this report. It is written as a study guide. If you are familiar with reading research reports you may wish to omit the rest of this chapter and proceed with reading Section III through VI on your own. You are nevertheless encouraged to read Step 5 to become familiar with the procedure and forms you can use to have further analyses of your data. If you choose to use this guide, you will find yourself being walked through the research report in a series of five steps geared to help you interpret the data and ask additional research questions.

Step 1 - Understand the purpose and goals of the study

a. Read Section III

b. Become familiar with

- goals of the study
  - collect data from recent (1978 and 1979) high school graduates
  - collect data on a broad range of topics
  - collect data useful in decision making
- time frame
  - study to be completed during the 1979-80 school year

Step 2 - Understand the design of study

a. Read Section IV

b. Become familiar with

- the levels of personnel who were involved in the development of the instrument
- the selection of the random sample and the purpose behind its selection
  - random sample represents all recent graduates
  - samples chosen to allow for a separate analysis of data from each school as well as of pooled data from all 20 schools
- mailing of the survey instrument on or about February 1, 1980

- procedures used to increase return rate
  - cover letter, news release, easy to complete instrument
- procedures used to judge representativeness of returned data
  - collection and contrast of four descriptive items

Step 3 - Judge the representativeness of the responses and understand how the data can be interpreted

a. Read Section V

b. Become familiar with

- the logic for needing to judge representativeness of respondents' descriptive data compared to sample descriptive data
  - the possibility of returns representing a select group
- the four descriptive variables
  - total battery achievement
  - years in high school
  - high school curricula
  - CETA participation
- how the adjusted percent of respondents generally compared with the adjusted percent of the sample on each descriptive variable

c. Make a decision regarding the representativeness of your data. (If necessary call Marie Abram (502-745-2197) for help in making this decision.) If your decision is that you have representative data, go to Step 4. If your decision is that you do not have representative data, continue with this series of steps.

d. Assuming you have decided that your data is *not* representative you must make a decision whether

(1) to read Section VI (Findings) as they appear in this report but interpret the findings to be the responses of only those graduates who chose to respond (i.e., a non-representative group) or

(2) to have your data reanalyzed selecting only the data from the largest group(s) on the descriptive variables. For example, if you had disproportionately greater responses from college students you could reanalyze data from college students only. This reanalysis should more accurately reflect college students than the original analysis would reflect all graduates.

If you choose Step 3d(1), go to Step 4.

If you choose Step 3d(2), use the form in Appendix B to request reanalysis of your data. Should you need help deciding how to have your data reanalyzed call Marie Abram (502-745-2197). Step 5 may also help you decide how to request further analysis.

Step 4 - Read and understand the findings of the study

a. Familiarize yourself with the scoring procedures for the survey instrument. The 79 variables on pages one through three of the instrument fall into four major groupings:

(1) Descriptive variables - (place on survey)

- total battery achievement - (survey control number)
- curricula - (survey control number)
- years in school - (survey control number)
- CETA participation - (survey control number)
- year graduated - (E; first page)
- sex - (E; first page)

Scoring for the first four descriptive variables can be found on page 14. Year graduated is either 1978 or 1979. Sex is either male or female.

These variables can be used to

- judge representativeness
- describe the respondents/sample
- ask additional research questions (described in Step 5)

(2) Variables telling what activities the graduates are presently engaged in - (place on survey)

- school - (A, C, D; first page)
- work - (B; first page)
- unemployed - (top of first page)

Scoring for these variables are formed by the categories that appear on page one of the instrument.

These variables can be used to

- describe the respondents/sample
- evaluate your high school program (is the high school program geared to fill the needs of the greatest number of students as shown by this description of what graduates are doing one to two years after high school?)
- ask additional research questions (described in Step 5)

(3) Variables giving graduates' perceptions on school related topics - (place on survey)

- class organization - (A; second page)
- teaching technique - (B; second page)
- high school conditions - (C; second page)
- basic areas - (D; third page)
- general skill areas - (E; third page)
- adult roles - (F; third page)
- high school departments or areas - (G; third page)

"Class organization" and "teaching techniques" were rated:

3 = very helpful
2 = somewhat helpful-----mean of rating scale is 2.0
1 = not helpful

"Conditions," "basic areas," "general skills areas," "adult roles," and "high school departments" were rated:

4 = excellent
3 = good
---------------mean of rating scale = 2.5
2 = fair
1 = poor

These variables can be used to

- compare group means of individual items with the mean of the rating scale (2.0 or 2.5)
- compare rank order of items within groups
- compare either group means of individual items or rank order of items within group in this report with the pooled data from all 20 high schools in the addendum

A comparison of the group means of individual items with the mean of the rating scale should help you place a value judgment on each item. The group mean of 2.0 for class organization and teaching techniques would fall at the half-way point on their scale. A group mean of 2.5 on the other items would fall at the half-way point of their scale. Any group mean falling above the half-way point should be considered as receiving greater than average rating by graduates regardless of whether the item fell last or first in the rank ordering.

A comparison of items by position in the rank order of items within groups forms the backbone of the study. Each series of variables reported on page two and three of the instrument will be rank ordered according to respondents' mean perception. The top items in the rankings will reflect areas graduates see as strongest. The bottom items will reflect areas the graduates see as less strong.

A comparison of either the individual means or the rank order of the data from one school with the pooled data (representing all 20 schools) will establish a reference point. Items or groups of items can be discussed in terms of whether they fell above, at, or before the analysis of pooled data.

(4) Graduates' Belief Concerning Credit Requirements for Graduation From High School - (H; third page)

A single question asking:

"I believe graduation credit requirements should be increased from 18 to 20"

was to be answered either yes or no.

Interpretation is simply the percent of graduates for and against this suggested increase.

b. Read Section VI interpreting data according to the scoring just described.

Step 5 - Recombining variables to ask your own research question

The 79 variables reported in Section VI can be recombined in a variety of ways to answer additional research questions.

How can you devise your own research questions? Think of each variable of the study as being composed of discrete categories that represent real differences. For example, sex has male and female -- very real differences. Time spent working has two categories -- part time or full time. College attended has 12 categories. Graduates' perception of the number of school sponsored clubs has four categories -- excellent, good, fair, and poor. You can combine two or more variables as in the following examples.

Example I.

Sex of Graduate	Time in School	
	Full	Part
Female	XX	XX
Male	XX	XX

Time Spent in School By Sex of Graduate

Research question asked/answered:

Which sex is more involved in full time and part time schooling?

Example II.

Graduates Rating of Development of a Recreational Interest	Graduates' Perception of Physical Education Department		
	Excellent or Good	Fair	Poor
Excellent or Good	XX	XX	XX
Fair	XX	XX	XX
Poor	XX	XX	XX

Graduates' Perception of Physical Education Department by Rating of Recreational Interest

Research question asked/answered:

Is graduates' perception of the high school physical education department related to the graduates' rating of the high school's help in developing a recreational interest?

Example III.

College Attended	Year Graduated	
	1978	1979
Kentucky State Colleges	XX	XX
Kentucky Private Colleges	XX	XX
Out of State Colleges	XX	XX

Number of Graduates Reporting Wanting An Increase in Graduation Requirements By Graduating Class and Type of College Attended

Research question asked/answered:

Is there a change over time in the number of graduates seeing a need to increase high school requirements by type of college attended?

Hopefully these examples will spur your creativity to ask your own questions. Asking additional research questions is a process of combining what you know about your school system with an understanding of what data is available.

Appendix B has a form you can use to submit your request for further analyses.

Or, call Marie Abram at 502-745-2197 for help in asking further research questions.

III. INTRODUCTION

Background

This study of the perceptions of recent high school graduates grew out of the concern of educators in the central portion of Kentucky to find indicators of how well the high schools were serving their clientele, the students they educate. High schools have been charged by our society with filling many functions: preparing students for college, preparing students for vocations, preparing students for "life," providing extra-curricular activities, keeping students from entering the adult job market prematurely, aiding adolescence in their transition from childhood to adulthood, etc. Because the societal charge is so broad, the survey instrument developed for this study was designed to cover a variety of topical areas. Areas of concern were contributed by teachers, counselors, principals, supervisors, superintendents, and research specialists. Although the instrument covers a wide variety of topical areas, it nevertheless had a single focus: to collect data useful to understand how recent graduates perceive their high school and the skills they developed in the high school. The information has been collected to aid in decision making at the high school level.

Purpose

Specifically, the study was designed to survey recent (1978 and 1979) high school graduates' perceptions of

- preferred teaching techniques
- preferred classroom organizations
- conditions in the high school
- preparation in general skill areas

The cost of printing this publication by Western Kentucky University was paid from state funds KRS 57.375.

- preparation in basic skill areas
- preparation for adult roles
- high school departments/areas

Graduates were also asked their present occupation, the year they graduated from high school, and their sex. Survey instruments contained four additional pieces of information about the student which were coded into the survey control number (total battery achievement at tenth or eleventh grade, number of years at high school, counselors' estimate of high school curricula, and participation in CETA).

In addition, the survey instrument contained three open-ended questions which asked the graduates' perception of the strengths and weaknesses of various high school departments and solicited suggestions for school improvement.

The data was to be collected from a random sample of recent graduates from 20 high schools in the central portion of Kentucky. Data from each school was to be analyzed separately. In addition, data from all schools were to be pooled and analyzed to reflect the average graduate of the 20 schools. This pooled data was to give each of the schools a reference point against which to judge their own data.

A copy of the instrument can be found in Appendix A.

Time Frame

The decision to conduct the study was made at the Professional Development Center Network (PDC) Commission meeting on September 24, 1979. The project was set for completion by September 1980. Figure 1 illustrates the use of time in the study.

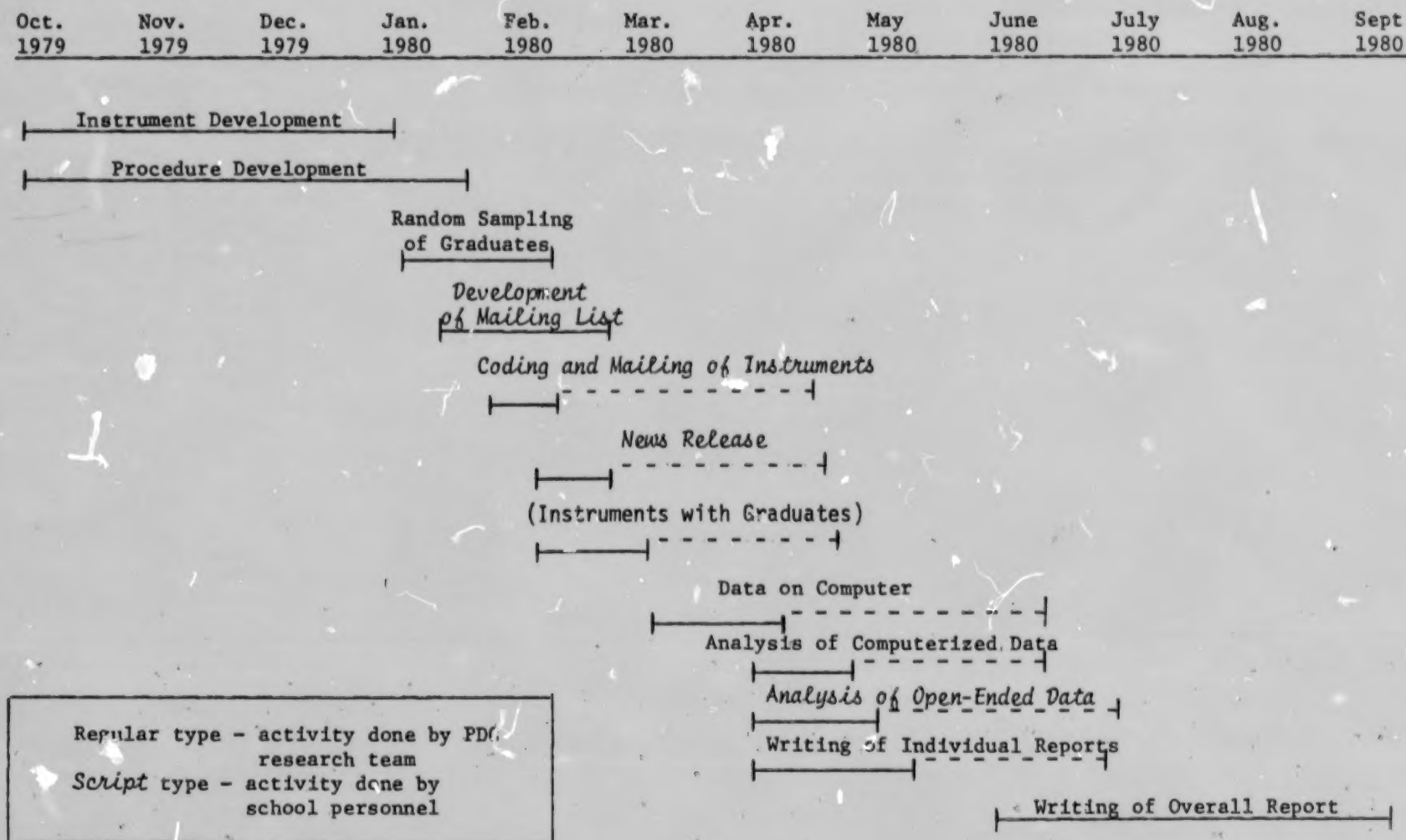


Figure 1. Time Line for 1979-80 PDC Study of Recent High School Graduates

Instruments were mailed on or after February 1 (at the discretion of each school). Instruments returned within approximately three weeks of the mailing form the data base for the study.

The report of the findings of individual schools was to be completed by mid May where possible. This time line would allow high school faculty to use the data in their end-of-the-school year evaluation meetings.

IV. DESIGN OF THE STUDY

Instrument Development

Kentucky public school educators at all levels of job classification were asked to help develop the survey instrument used in this study. The instrument was refined in a series of stages.

Initially a search of the literature was made and a first instrument was designed. A committee of ten public school personnel revised this instrument.[1] The school personnel committee was composed of high school principals, high school counselors, high school teachers, and a central office administrator of one of the larger school districts in central Kentucky. This revised instrument was presented to superintendents, supervisors, and high school principals for refinement. The second revision of the instrument was critiqued by research specialists. A further revision was field tested in both rural and city high schools.[2] The instrument was strengthened at each stage of development.

---

[1]The PDC Research Unit expresses thanks to Dr. George Overstreet, Mrs. Doris Mills, and the Daviess County committee.

[2]The PDC Research Unit expresses thanks to Mr. Joel Brown and Mr. Denval Barriger of the Bowling Green school system; Mr. O. V. Jones and Mrs. Mary Lou Campbell of the Greenville Independent school system; and Mr. Merle Johnson and Mr. E. Howard Gorrell of the Logan County school system.

The final version of the instrument, printed in early January 1980, reflected a total of three months of developmental effort. The goal of all persons involved in the development process was to create an end product that would (1) cover a wide variety of topic areas, (2) be quick and easy to respond to, and (3) provide useful decision-making data to high school teachers, counselors, and administrators.

A copy of the survey instrument can be found in Appendix A.

Sampling

A random sample was drawn from the entire group of 1978 and 1979 high school graduates. The n of the sample was computed at the 0.05 level of error and the 0.05 level of precision with an estimated 50 percent proportion of elements in the population using the formula (Warmbrod, 1965):

$$n_o = \frac{t^2pq}{d^2}$$

where -

d = acceptable margin of error (level of precision)

t = risk one is willing to take (level of error)

p = estimated proportion of elements in the population

and the finite population correction

$$n = \frac{n_o}{1 + \frac{n_o}{n}}$$

where -

n_o = defined above

n = population

The actual graduates were selected by a list of computer generated random numbers.

Data Collection Procedures

Data collection was done by personnel in each of the high schools. The PDC Research Unit coordinated necessary data collection procedures.

Schools were asked to develop a mailing list of randomly selected graduates on specially prepared worksheets supplied by the PDC Research Unit. The worksheets listed the random numbers to be selected from the total list of graduates, provided space to insert the graduates' name and address, and provided space for the collection of four descriptive pieces of information per graduate. The four descriptive pieces of information collected were:

Descriptive Variable	Category/Scoring
1. Total battery achievement stanine at tenth or eleventh grade	1-9 Stanine
2. Number of years graduate attended that high school	• less than 1 year • 1 year • 2 years • 3 or more years
3. Counselors' estimate of graduates' high school curricula	• College preparatory • General • Vocational - in high school • Vocational - Voc. Tech. School
4. Participation in CETA	• Participated • Did not participate

School personnel were instructed to mail the survey instrument along with a cover letter and a postage paid return envelope to the last known address of the graduate. (A copy of the suggested cover letter can be found in Appendix A).

All survey instruments were to have a ten digit survey control number in the upper right hand corner of the first page of the instrument. The first six digits of the survey control number were the school testing

code assigned by the State Department of Education. The remaining four digits were the four descriptive variables listed above. This procedure allowed students to remain anonymous while allowing researchers to be able to check the representativeness of the survey instruments returned.

The target date for mailing the survey instruments was February 1, 1980. Most schools met this date. The suggested date to end data collection was February 22 or three weeks after the mailing of the instruments. School personnel were encouraged to use their own judgment on the cutoff date based upon the number of responses coming in during the third week.

School personnel were instructed to cross off one survey control number on the original worksheets that matched the code of each returned survey instrument. Worksheets were to be returned to the PDC Research Unit along with completed survey instruments. This procedure allowed the four descriptive variables on the entire sample to be placed on the computer. The representativeness of the respondents was judged by a comparison of the descriptive variables on the respondents to the descriptive variables on the original sample.

The cover letter was written to give graduates an understanding of the need for the data. It was hoped that the letter would increase graduates' responses. In addition, the PDC Research Unit suggested that a news release be placed in one or more of the local newspapers at the time of the mailing to inform the community at large that the surveys were being circulated by the high school and that the information would be of value to high school personnel. It was expected that the news release would further increase the response rate.

All data responded to by checking the proper response category (questions A through E on the front page and A through H on the second

and third pages) were computerized. These data were analyzed separately for each school.

Analyses of the open-ended data (questions 1, 2, and 3 on the fourth page) were the responsibility of each school.

Assumptions and Limitations

The generalization of the findings of this study to the combined 1978 and 1979 graduates rested upon three assumptions:

1. The random sampling of the original population adequately represented the 1978 and 1979 graduates of the school surveyed
2. The respondents were not a select group of graduates
3. Respondents filled in their instrument truthfully and carefully

The first assumption would appear to be adequately controlled through the careful selection of the sample.

The second assumption will be discussed in greater detail in Section V. Should the returned data not be representative, the contrasts of the four descriptive variables should indicate which way the data was skewed. Interpretation of the data could be made in light of this determination.

The third assumption was believed to have been fulfilled. A visual inspection of a random sample of returned survey instruments from each school appeared to indicate that respondents took the time necessary to carefully complete the instruments. Almost all instruments had responses to all questions, including the optional open-ended questions.

V. A COMPARISON OF RESPONDENTS WITH THE TOTAL SAMPLE

The Need to Compare Respondents with the Random Sample

The study was designed to be a one time only mailing to a random sample of recent high school graduates. It was realized during the design

phase of the study that efforts would be needed to increase the number of respondents as well as to build procedures into the study that would allow for a comparison of respondents with the entire sample.

Practical considerations did not allow for a follow up mailing or a survey of a sample of non-respondents; preferred methods of interpreting representativeness. However, it was possible to describe the total sample for later comparison with respondents (Babbie, 1973). Consequently, the four demographic variables (total battery achievement, years in high school, curricula, and CETA) were collected to allow such a comparison.

To understand the need for a judgment concerning the representativeness of the data review the graph in Figure 2.

Let circle A represent all 1978 and 1979 graduates. (Circle A includes parts of the circle labelled B and C).

Let circle B represent the carefully selected random sample for your high school. (Circle B includes part of the circle labelled C). Due to the precautions taken in the selection of B we know that it represents all of A at the 0.05 level of error and the 0.05 level of precision.

Let C represent the returned data; data from respondents. We do not automatically know whether C (respondents) adequately represents B (sample) and therefore represents A (recent graduates). However, the demographic data collected on B allows us to make a judgment. If the demographic data of group C is approximately the same pattern as the demographic data of group B we can feel confident that respondents (C) are not different from the sample (B) and consequently that answers to the survey by group C will reflect what group B would have said if they had returned their surveys.

To make this comparison (between B and C) you must study the frequency distribution of both respondents and the sample on each of the four

descriptive variables. This data can be found in Tables 1 through 4. If all four patterns are similar, (not necessarily identical) you can feel confident that your data represents the entire 1978 and 1979 graduating classes.

When patterns differ, you must determine which level of the variable(s) were overrepresented.

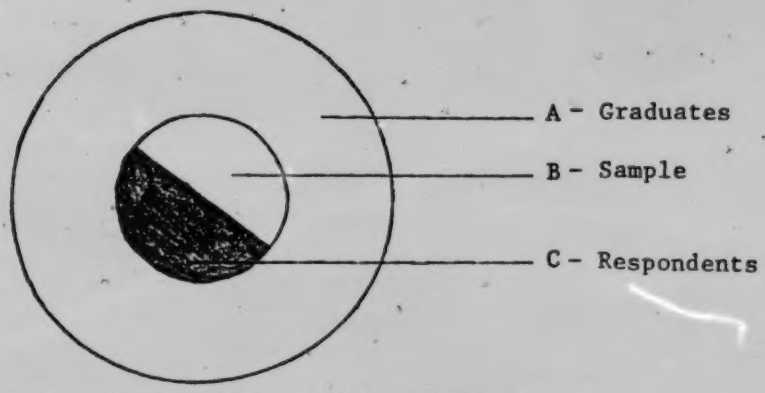


Figure 2. Graphic Representation of the Population, Random Sample, and Response Group for the 1978-79 Follow-Up of High School Graduate Study

A Comparison of the Respondents (C) with the Sample (B) on the Four Descriptive Variables

Tables 1 through 4 report the frequencies (and percents) of the respondents and the sample on the four descriptive variables. The columns marked "percent" were calculated using all cases including cases for which no data was available. The columns marked "adjusted percent" were calculated using only those cases where data was available. Unless the number of "no data" cases exceeds ten percent it is easiest to compare adjusted percent.

Table 1

Comparison of Respondents (C) and Sample (B)
on Total Battery Achievement Using Stanine Score

Stanine	Respondents (C) f	%	Adjusted %	Sample (B) f	%	Adjusted %
1						
2						
3						
4						
5						
6						
7						
8						
9						
No data						
Mean						
Standard Deviation						

Table 2

Comparison of Respondents (C) and Sample (B)
on Number of Years Graduate Attended High School

Number of Years in High School	Respondents (C) f	%	Adjusted %	Sample (B) f	%	Adjusted %
Less than 1						
1 year						
2 years						
3 or more						
Other						
No data						

Table 3

Comparison of Respondents (C) and Sample (B) on Counselor's Estimate of Curricula

High School Curricula	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
College Preparatory						
General						
Vocational - In High School						
Vocational - Voc.-Tech. School						
Not classified						
No data						

Table 4

Comparison of Respondents (C) and Sample (B) on CETA Participation

CETA Participation	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
Participated						
Did not Participate						
No data						

VI. FINDINGS

The findings reflect what the respondents as a group reported about their high school. Section V will help you interpret whether these findings reflect the perceptions of the total 1978 and 1979 graduating classes or whether the findings must be limited to the group of graduates who chose to respond.

A. Year Graduated From High School

Table 5 lists the number and percent of respondents in each graduating class.

Table 5

n and Percent of Respondents Returning Survey Instrument by Year of Graduation

Year of Graduation	n	%	Adjusted %
1978			
1979			
No data			

B. Sex of Respondents

Table 6 lists the breakdown of respondents by sex.

Table 6

n and Percent of Respondents Returning Survey Instrument by Sex

Sex of Graduate	n	%	Adjusted %
Male			
Female			
No data			

C. Description of Working Conditions

1. Time Spent Working

Table 7 breaks down respondents into those working full time and those working part time.

Table 7

n and Percent of Time Respondents Reported Working

Time Working	n	%	Adjusted %
Full Time			
Part Time			
No Data			

2. Field Reported Working In

Table 8 breaks down respondents into the field in which they reported working.

Table 8

n and Percent of Respondents Reporting Working in Various Fields

Field Working	n	%	Adjusted %
Agriculture/Farming			
Homemaking			
Manufacturing			
Business and Industry			
Service			
Sales			
Military			
No Data			

D. Description of School Attended

1. Type of School Attended

Table 9 breaks down respondents according to type of school presently enrolled in.

Table 9

n and Percent of Respondents Reporting Being Enrolled in Various Schools

Type of School	n	%	Adjusted %
Private Business/Commercial School			
Company School/Training Program			
Apprenticeship Training/Schooling			
Vocational-Technical School			
Community/Junior College			
Four-Year College/University			
Other			
No Data			

2. Time Spent in College/University

Table 10 shows the number and percent of respondents who are now enrolled as full time and part time college or university students.

Table 10

n and Percent of Respondents Now Enrolled as Full Time and Part Time College or University Students

Time in School	n	%	Adjusted %
Full Time			
Part Time			
No Data			

3. College or University Attended

Table 11 breaks down respondents by college attended.

Table 11

n and Percent of Respondents Reporting Attending Various Colleges and Universities

College or University	n	%	Adjusted %
Western			
Brescia			
Morehead			
Eastern			
U of K			
U of L			
Murray			
Wesleyan			
Northern			
Centre			
Other-Out State			
Other-In State			
No Data			

4. College or University Major Area of Study

Table 12 breaks down respondents by major area of study.

Table 12

n and Percent of Respondents By College/University Major Area of Study

Major Area of Study	n	%	Adjusted %
Business			
Communication			
Education			
English			
Health Professions			
Liberal Arts			
Math			
Other			
Science			
Social Studies			
Undecided			
No Data			

5. Grade Point Average of College or University Students

Respondents reported their college/university grade point average (GPA) as follows

Table 13

Mean and Standard Deviation
of Respondent's Grade Point Average

Mean	
Standard Deviation	
N of cases	

6. Time Spent in Vocational-Technical Post High School Institution

Table 14 shows the number and percent of respondents who are now enrolled full time and part time in post high school Vocational-Technical Schools.

Table 14

n and Percent of Respondents Now Enrolled as Full Time and Part Time Students in Vocational-Technical Schools

Time in School	n	%	Adjusted %
Full Time			
Part Time			
No Data			

7. Vocational Area of Study of Respondents Presently Enrolled in Vocational-Technical Schools

Table 15 breaks down respondents by the Vocational-Technical area in which they are presently enrolled.

Table 15

n and Percent of Respondents Presently Enrolled in Vocational-Technical Schools by Area of Study

Vocational-Technical Area	n	%	Adjusted %
Public Service Careers			
Health Occupations			
Business and Office			
Home Economics Occupations			
Agriculture Education			
Distributive Education			
Trade and Industry			
No Data			

E. Rank Order of Respondents' Perception of CLASS ORGANIZATION

Table 16 gives the mean, standard deviation, and n of the respondents' ratings of three class organization techniques. The class organizations have been rank ordered by group mean.

Table 16

Rank Order of Respondents' Perception of Effectiveness of CLASS ORGANIZATION By Group Mean

Rank Order of Class Organization	$\bar{X}$	σ	n
1.			
2.			
3.			

F. Rank Order of Respondents' Perception of TEACHING TECHNIQUES

Table 17 gives the means, standard deviations, and n of respondents' rating of 14 teaching techniques. The listing of the teaching techniques is rank ordered by group means.

Table 17

Rank Order of Respondents' Perception of Effectiveness of TEACHING TECHNIQUES By Group Mean

Rank Order of Teaching Techniques	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

G. Rank Order of Respondents' Perception of HIGH SCHOOL CONDITIONS

Table 18 gives the means, standard deviations, and n of respondents' rating of ten high school conditions. The listing of the high school conditions is rank ordered by group means.

Table 18

Rank Order of Respondents' Perception of HIGH SCHOOL CONDITIONS By Group Mean

Rank Order of High School Conditions	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

H. Rank Order of Respondents' Perception of BASIC AREAS

Table 19 gives the means, standard deviations, and n of respondents' rating of three basic areas. The listing of the basic areas is rank ordered by group means.

Table 19

Rank Order of Respondents' Perception of BASIC AREAS By Group Mean

Rank Order of Basic Areas	$\bar{X}$	σ	n
1.			
2.			
3.			

I. Rank Order of Respondents' Perception of GENERAL SKILL AREA

Table 20 gives the means, standard deviations, and n of respondents' rating of ten general skill areas. The listing of the general skill areas is rank ordered by group means.

Table 20

Rank Order of Respondents' Perception of GENERAL SKILL AREA By Group Mean

Rank Order of General Skill Area	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

J. Rank Order of Respondents' Perception of ADULT ROLES

Table 21 gives the means, standard deviations, and n of respondents' rating of four adult roles. The listing of the adult roles is rank ordered by group means.

Table 21

Rank Order of Respondents' Perception of ADULT ROLES By Group Mean

Rank Order of Adult Roles	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			

K. Rank Order of Respondents' Perceptions of HIGH SCHOOL DEPARTMENTS

Table 22 gives the means, standard deviations, and n of respondents' rating of 17 high school departments. The listing of the high school departments is rank ordered by group means.

Table 22

Rank Order of Respondents' Perception of
HIGH SCHOOL DEPARTMENTS
By Group Mean

Rank Order of High School Departments	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			

L. Respondents' Belief Concerning Increase in High School Graduation Requirements

Respondents were asked whether high school graduation requirements should be increased from 18 to 20. Table 23 shows respondents' answers to this question.

Table 23

n and Percent Agreeing/Disagreeing With an
Increase in High School Graduation Requirements

Increase In Graduation Requirements	f	%	Adjusted %
Yes			
No			
No Data			

Reference

Babbie, Earl R. Survey Research Methods, Belmont, CA; Wadsworth Publishing Company, 1973.

Warmbrod, J. Robert The Sampling Problem in Research Design, Agricultural Education Magazine, November 1965, 106-108.

APPENDIX A

- Survey Instrument
- Suggested Cover Letter
- Suggested News Release

JOHN SMITH HIGH SCHOOL
Anytown, Kentucky 99999

S A M P L E L E T T E R

Dear John Smith High Graduate,

In conjunction with other high schools in this area, John Smith High is participating in a research program designed to survey 8,000 high school graduates. The results of this project will greatly assist us in identifying some of the strengths and weaknesses of high school programs in our area and most importantly the programs at John Smith High.

As a recent graduate, your name was one of the many names selected from our graduates to participate in this research program by completing and returning the enclosed follow-up questionnaire. We ask that you take a few moments to complete the questionnaire and return it in the attached postage paid envelope at your earliest convenience. Please DO NOT put your name or address on the questionnaire or the return envelope.

By helping us with the follow-up survey, you will be making a very important contribution to our effort of providing the best possible education to the students of Dandy County.

Thank you for your help,

Joseph Jones, Principal

Enclosure

N E W S R E L E A S E - S A M P L E

_____High School is presently involved in surveying 1978 and 1979 graduates. Survey instruments have been (will be) mailed to a specially selected random sample of graduates on _____. Graduates nave been (will be) asked to give their perceptions on a variety of items that will provide feedback for school improvement.

(principal)
_____encourages all graduates to complete the survey instrument as quickly as possible and return it to the high school in the postage paid envelope. Through an honest appraisal of their high school graduates will provide data useful in increasing school effectiveness. Through the completion of the survey graduates will be helping to maintain educational standards that will make them proud to say they are a graduate of _____High School.

APPENDIX B

- Forms to Request Reanalysis of Data

REQUEST FOR REANALYSIS ON
THE PERCEPTIONS OF 1978
AND 1979 GRADUATES

School District _____ Date of Request: _____

Person Requesting _____

Address _____ Date Data Needed: _____

Phone No. _____

Complete I, II, and/or III below

I. Research question(s) to be answered:

a.

b.

c.

II. Variables to be analyzed:

a -	b -	c -
1.	1.	1.
2.	2.	2.
3.	3.	3.

III. Diagram of data analyses wanted: (See examples in step 5 section II)

a. b. c.

Return Form To
Marie Abram, College of Education, Room 233
Western Kentucky University
Bowling Green, Ky 42101

MA
4/2/80

APPENDIX C

- Evaluation of the Study and Report

If you have spent at least 15 minutes on this report, your comments will be of value to us.

If this is your personal copy of the report please tear out the evaluation form, complete it, and send it to us. If you share this report, please xerox a copy of the evaluation form, complete it, and send it to us.

Thank you.

EVALUATION OF THE PERCEPTIONS OF 1978 AND 1979 GRADUATES

Circle the point on the 5-point scale that represents your evaluation of the question asked.

Skip any question on which you have no knowledge on which to base an opinion.

		Excellent		*Fair*		*Poor*
		5	4	3	2	1
1.	The decision to conduct a major research project on high school graduates was					
2.	The choice of surveying recent (1978 and 1979) graduates rather than older (pre-1978) graduates was					
3.	The technique of choosing a random sample rather than surveying all graduates was					
4.	The survey instrument was					
5.	The suggested cover letter was					
6.	The news release was					
7.	The worksheets provided to collect names, addresses, and demographic information were					
8.	The idea of using descriptive items to judge representativeness of returns was					
9.	Throughout the data collection process communication with the PREPS Research Team was					
10.	Overall, the final report was					
11.	The clarity of the "Study Guide" (Steps 1-5, Section II) was					
12.	The clarity of Section III, Introduction, was					
13.	The clarity of Section IV, The Design of The Study, was					

14. The clarity of Section V, A Comparison of Respondents with the Total Sample, was

15. The clarity of Section VI, Findings, was

16. Sending district-wide data (the addendum to the study) as it becomes available is

17. Allowing each school to ask additional research questions is

18. The form provided for asking for additional data analysis is

19. My position within the school is (check one)

__ Administrator __ Department Head __other (please specify)
__ Teacher __ Counselor _____

20. The number of students in twelfth grade in this school is

__ less than 100 students
__ from 100 to 200 students
__ more than 200 students

21. I read the study

__ in detail
__ somewhat
__ a little
__ other (please specify _____)

22. I feel I will make use of this study

__ to a high degree
__ somewhat
__ a little
__ not at all

23. I feel I could make use of further analysis of the data

__ yes
__ no
__ other (please specify _____)

24. I would like further instruction on asking additional research questions and ideas on further use of the data

__ yes
__ no
__ other (please specify _____)

ADDENDUM - POOLED DATA

To the Study

"The Perceptions of 1978 and 1979 Graduates"

Conducted by the

Professional Development Center Network
Western Kentucky University
College of Education, Suite 233
Bowling Green, Kentucky 42101

and

Seventeen Central Kentucky Schools

Report by

Marie J. Abram

September, 1980

The Perceptions of 1978 and 1979 Graduates

Introduction

A follow up of recent high school graduates was conducted during the 1979-1980 school year by 17 high schools in central Kentucky with the help of the Professional Development Center Network at Western Kentucky University. Data for the study were collected with a specially designed survey instrument that contained six demographic variables describing the graduates, 16 variables describing what the graduates were presently doing, and 57 variables that asked graduates for their opinion of their former high school. The instruments were mailed on or about February 1, 1980 to a random sample of 1978 and 1979 graduates from each of the participating schools.

This report pools the data from the 17 high schools. Each of the individual schools have already received a report on the data supplied by their graduates. It is believed that this report on pooled data will be useful as a reference point against which to judge the individual school data.

This report is written in three sections. First, the representativeness of the data is discussed. Second, the present work and educational activities of respondents are described. Third, the opinions of the respondents are described.

Representativeness of the Respondents And Interpretation of the Data

To interpret the data in this report it is necessary to discuss the sampling procedures and the handling of non-responses. Each of the schools randomly selected graduates to represent all graduates during the years 1978 and 1979. Had each graduate who was sampled returned their survey instrument it would be possible to say that their opinions

adequately represented all students graduating during these two years. However, only 48.9 percent of sampled graduates returned their instrument. This brings into question the possibility that only a select group may have returned instruments and that the data might be biased. To determine if (and where) biases occurred, the six demographic variables on respondents (graduates who returned their instruments) were compared with the same data available on the original sample. It was found that the following graduates were somewhat overrepresented: (1) graduates with higher high school achievement, (2) graduates who were judged by counselors to be enrolled in a college preparatory course, (3) 1979 graduates, and (4) female graduates (see Tables 24 through 29).

As a result of overrepresentation of graduates on these four variables, it was necessary to determine whether this overrepresentation would bias graduates' opinions. In only three instances were significant and meaningful correlations (r greater than .20) found:

(1) academic ability and mathematics as a basic area ($r = 0.21$)

(2) academic ability and mathematics as a department ($r = 0.22$), and

(3) academic ability and R.O.T.C. as a department ($r = -0.22$).

It would appear that all opinion data given in this report (data appearing on Tables 39 through 45) can be interpreted as adequately representing the entire graduating classes of the years 1978 and 1979 with three exceptions. In mathematics as a basic area and mathematics as a department the mean rating of graduates will be inflated due to an overrepresentation of higher achieving graduates who liked mathematics more than other graduates. In R.O.T.C. the mean rating of graduates will be deflated due to an overrepresentation of higher achieving graduates who rated R.O.T.C. lower than other graduates. These three items are marked in the report with a cross (+ or ++) to separate them from representative items.

Table 24

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on TOTAL BATTERY ACHIEVEMENT Using Stanine Score

	n = 1161 Respondents (C)			n = 2252 Sample (B)		
Stanine	f	%	Adjusted %	f	%	Adjusted %
1	17	1.9	2.6	59	2.6	3.6
2	18	2.1	2.8	77	3.4	4.7
3	58	6.6	8.9	196	8.7	11.9
4	112	12.8	17.2	322	14.3	19.6
5	140	16.0	21.4	353	15.7	21.5
6	143	16.3	21.9	319	14.2	19.4
7	83	9.5	12.7	176	7.8	10.7
8	48	5.5	7.4	86	3.8	5.2
9	34	3.9	5.2	55	2.4	3.3
No data	224	25.5	---	608	27.0	---
Mean		5.37			4.98	
Standard Deviation		1.81			1.82	

Table 25

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on Number of YEARS GRADUATE ATTENDED HIGH SCHOOL

Number of Years in High School	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
Less than 1	1	0.1	0.1	5	0.2	0.2
1 year	2	0.2	0.2	8	0.4	0.4
2 years	20	2.3	2.5	46	2.0	2.2
3 or more	778	88.7	97.0	2007	89.2	97.1
Other	1	0.1	0.1	1	0.0	0.0
No data	75	8.6	---	184	8.2	---

Table 26

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on Counselor's Estimate of CURRICULA

High School Curricula	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
College Preparatory	292	33.3	36.4	578	25.7	28.1
General	240	27.4	29.9	718	31.9	34.9
Vocational - In High School	118	13.5	14.7	329	14.6	16.0
Vocational - Voc.-Tech. School	147	16.8	18.3	413	18.3	20.1
Not classified	5	0.6	0.6	19	0.8	0.9
No data	75	8.6	---	194	8.6	---

Table 27

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on CETA PARTICIPATION

CETA Participation	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
Participated	37	4.2	5.0	107	4.8	5.6
Did not Participate	706	80.5	95.0	1791	79.6	94.4
No data	134	15.3	---	353	15.6	---

Table 28

n and Percent of Respondents Returning
Survey Instrument by YEAR OF GRADUATION
Across All Schools Participating in the Follow Up Study

Year of Graduation	n	%	Adjusted %
1978	389	44.4	47.4
1979	432	49.3	52.6
No data	56	6.4	---

Table 29

n and Percent of Respondents Returning Survey Instrument by SEX Across All Schools Participating in the Follow Up Study

Sex of Graduate	n	%	Adjusted %
Male	336	38.3	41.3
Female	477	54.4	58.7
No data	64	7.3	---

Present Work and Educational Activities of Respondents

Tables 30 and 31 describe the employment reported by respondents. Approximately 50 percent of respondents reported working either part time or full time with the larger proportion of those working doing so full time (69.5 percent of the graduates working listed themselves as working full time). Areas listed by at least 10 percent of working respondents were: business and industry (37.6%), service (18.0%), sales (13.6%), manufacturing (12.4%), and homemaking (10.6%). Areas listed by less than 10 percent of respondents were agriculture and the military.

Table 30

n and Percent of Time Respondents Reported Working Across All Schools Participating in the Follow Up Study

Time Working	n	%	Adjusted %
Full Time	303	34.5	69.5
Part Time	133	15.2	30.5
No data	441	50.3	---

Table 31

n and Percent of Respondents Reporting Working in Various Fields Across All Schools Participating in the Follow Up Study

Field Working	n	%	Adjusted %
Agriculture/Farming	29	3.3	6.7
Homemaking	46	5.2	10.6
Manufacturing	54	6.2	12.4
Business and Industry	163	18.6	37.6
Service	78	8.9	18.0
Sales	59	6.7	13.6
Military	5	0.6	1.2
No Data	443	50.5	---

Table 32 describes the type of post high school education respondents reported presently being involved in. The greatest majority of respondents continuing their education were involved in four-year colleges and universities (63.4%). Junior and community colleges were reported as being attended by 14.2 percent of respondents and vocational-technical schools were reported as being attended by 10.3 percent of respondents involved in post high school education. Less than 10 percent of respondents involved in post high school education were enrolled in private or commercial schools, company schools, apprenticeships, and schools they classified as "other."

Table 32

n and Percent of Respondents Reporting Being Enrolled in Various Schools Across All Schools Participating in the Follow Up Study

Type of School	n	%	Adjusted %
Private Business/Commercial School	16	1.8	3.4
Company School/Training Program	4	0.5	0.9
Apprenticeship Training/Schooling	7	0.8	1.5
Vocational-Technical School	48	5.5	10.3
Community/Junior College	66	7.5	14.2
Four-Year College/University	294	33.5	63.4
Other	29	3.3	6.3
No Data	413	47.1	---

Tables 33 through 36 describe respondents enrolled in four year colleges and universities.

Table 33 shows that all but 4.3 percent of respondents listed themselves as full time students.

Table 34 shows that the four year institutions attended most often were Western Kentucky University (44.2%) and the University of Kentucky (17.7%). Four-year institutions attended by less than ten percent of respondents were Eastern Kentucky University (4.8%), Brescia (3.9%), Wesleyan (3.9%), University of Louisville (1.6%), Centre (1.6%), other out of state institutions (8.4%) and other in state institutions (4.5%).

Table 35 shows that major areas of study chosen by at least 10 percent of respondents were "other" (26.6%), business (17.8%), undecided (17.2%), education (10.8%), and health professions (10.8%). Areas receiving less than ten percent of respondents were science (5.1%), liberal arts (4.7%), math (3.4%), social studies (1.3%), and English (1.0%). It would appear that 1978 and 1979 graduates were not far enough into their college career to give an accurate listing of their eventual major area.

Table 36 shows that respondents reported their mean college grade point average as 2.87 with a standard deviation of 0.58. This would appear to indicate that respondents on the average are experiencing success in college.

Table 33

n and Percent of Respondents Now Enrolled as Full Time and Part Time College or University Students Across All Schools Participating in the Follow Up Study

Time in School	n	%	Adjusted %
Full Time	290	33.1	95.7
Part Time	13	1.5	4.3
No Data	574	65.5	---

Table 34

n and Percent of Respondents Reporting Attending Various Colleges and Universities Across All Schools Participating in the Follow Up Study

College or University	n	%	Adjusted %
Western	137	15.6	44.2
Brescia	12	1.4	3.9
Morehead	0	0.0	0.0
Eastern	15	1.7	4.8
U of K	55	6.3	17.7
U of L	5	0.6	1.6
Murray	29	3.3	9.4
Wesleyan	12	1.4	3.9
Northern	0	0.0	0.0
Centre	5	0.6	1.6
Other-Out State	26	3.0	8.4
Other-In State	14	1.6	4.5
No Data	567	64.7	---

Table 35

n and Percent of Respondents By
College/University Major Area of Study
Across All Schools Participating in the Follow Up Study

Major Area of Study	n	%	Adjusted %
Business	53	6.0	17.8
Communication	3	0.3	1.0
Education	32	3.6	10.8
English	3	0.3	1.0
Health Professions	32	3.6	10.8
Liberal Arts	14	1.6	4.7
Math	10	1.1	3.4
Other	79	9.0	26.6
Science	15	1.7	5.1
Social Studies	4	0.5	1.3
Undecided	51	5.8	17.2
No Data	581	66.2	---

Table 36

Mean and Standard Deviation
of Respondent's Grade Point Average
Across All Schools Participating
in the Follow Up Study

Mean	2.87
Standard Deviation	0.58
N of cases	277

Tables 37 and 38 describe the respondents enrolled in vocational-technical schools. Approximately three-fourths of post high school vocational-technical respondents were enrolled full time.

Major areas pursued by respondents were trade and industry (45.0%), health occupations (16.7%), business and office (16.7%), and public service careers (13.3%). Home economics and agriculture were reported as being attended by 5 percent or less of respondents.

Table 37

n and Percent of Respondents Now Enrolled as Full Time and Part Time Students in Vocational-Technical Schools Across All Schools Participating in the Follow Up Study

Time in School	n	%	Adjusted %
Full Time	44	5.0	75.9
Part Time	14	1.6	24.1
No Data	819	93.4	---

Table 38

n and Percent of Respondents Presently Enrolled in Vocational-Technical Schools by Area of Study Across All Schools Participating in the Follow Up Study

Vocational-Technical Area	n	%	Adjusted %
Public Service Careers	8	0.9	13.3
Health Occupations	10	1.1	16.7
Business and Office	10	1.1	16.7
Home Economics Occupations	2	0.2	3.3
Agriculture Education	3	0.3	5.0
Distributive Education	0	0.0	0.0
Trade and Industry	27	3.1	45.0
No Data	817	93.2	---

Respondent's Opinions About Their High School

Tables 39 through 45 rank order 57 items according to the mean rating given by respondents. Each series of items that cluster around a particular dimension are reported on a separate table.

Table 39 ranks how effective three methods of class organization were in helping the respondent learn. Graduates responded to these items on a three point scale (3 = very helpful, 2 = somewhat helpful, 1 = not helpful). The mean of all three class organizations (individual work,

small group, and total class) fall between the very helpful and somewhat helpful ratings. Differences between these three methods are small. It would appear that respondents found each of these three methods helpful.

Table 39

Rank Order of Respondents' Perception of Effectiveness of CLASS ORGANIZATION By Group Mean Across All Schools Participating in the Follow Up Study (Using a Three Point Scale)

Rank Order of Class Organization	$\bar{X}$	σ	n
1. Individual work	2.42	0.62	822
2. Small group	2.37	0.61	817
3. Total class	2.32	0.59	810

Table 40 ranks how effective fourteen teaching techniques were in helping the respondent learn. The same three point scale used to rate class organizations was used to rate teaching techniques. The means for the fourteen items ranged from 2.74 to 1.82 with class discussion being rated the most favorable and oral reports being rated the least favorable. Other favored teaching techniques were doing experiences and field trips. Other teaching techniques falling at the lower end of the rating were role playing and television. Teaching techniques believed to be used most often in high school (lecture, reading assignments from texts and from books other than texts, homework assignments from texts and other than texts) fell in the middle part of the ranking.

Table 40

Rank Order of Respondents' Perception of Effectiveness of TEACHING TECHNIQUES By Group Mean Across All Schools Participating in the Follow Up Study (Using a Three Point Scale)

Rank Order of Teaching Techniques	$\bar{X}$	σ	n
1. Class discussion	2.74	0.52	840
2. Doing experiences	2.69	0.56	817
3. Field trips	2.43	0.66	740
4. Q & A period	2.39	0.62	834
5. Homework-text	2.31	0.65	833
6. Guest speaker	2.30	0.72	770
7. Lecture	2.29	0.66	837
8. Read assmts.-non text	2.29	0.65	838
9. Read assmts.-text	2.26	0.60	839
10. Homework-library	2.26	0.69	827
11. Films & Filmstrips	2.21	0.62	837
12. Television	1.91	0.69	642
13. Role playing	1.83	0.78	588
14. Oral reports	1.82	0.74	825

Table 41 ranks ten items under the heading of conditions at my high school. A four point scale was used to rate these conditions (4 = excellent, 3 = good, 2 = fair, and 1 = poor). School sports and school clubs received the highest ratings (3.07 and 2.99) with counselors being available for help in discovering a career interest and principals being available to discuss problems rated as lowest (2.59 and 2.52).

Table 41

Rank Order of Respondents' Perception of HIGH SCHOOL CONDITIONS By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of High School Conditions	$\bar{X}$	σ	n
1. School Sports	3.07	0.86	831
2. School Clubs	2.99	0.84	836
3. Counselors post HS plans	2.77	1.06	805
4. Overall adm. of school	2.77	0.83	828
5. Counselors for help	2.69	1.08	792
6. Teachers for help	2.69	1.02	832
7. Homework assignments	2.65	0.73	824
8. Teacher expectation	2.63	0.78	818
9. Counselors-career int.	2.59	1.02	798
10. Principal to discuss problems	2.52	1.09	786

Table 42 ranks how respondents felt their high school prepared them in three basic areas; reading, writing, and mathematics. Ratings were made on the same four point scale used to rate school conditions. Reading received the highest rating (3.01), mathematics the second highest rating (2.97) and writing the lowest rating (2.76). It would appear that respondents did not feel their high school had prepared them quite as well in writing as it had in reading and mathematics.

Table 42

Rank Order of Respondents' Perception of BASIC AREAS By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of Basic Areas	$\bar{X}$	σ	n
1. Reading	3.01	0.86	839
2. Mathematics	2.97	0.95	833+
3. Writing (reports)	2.76	0.94	841

+ Mathematics was found to correlate positively with academic ability. Consequently, this data must be interpreted as overrepresenting the opinion of the 1978 and 1979 graduating classes.

Table 43 ranks how respondents felt their high school prepared them in ten general skill areas. Ratings were made on the same four point scale used to rate school conditions. Getting along with others and following instructions were rated highest (3.09 and 3.01) and learning how to learn and managing personal finances (2.48 and 2.46) were rated lowest.

Table 43

Rank Order of Respondents' Perception of GENERAL SKILL AREA By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of General Skill Area	$\bar{X}$	σ	n
1. Get along w/others	3.09	0.82	827
2. Following instruc.	3.01	0.73	832
3. Communicating	2.76	0.87	817
4. Value System	2.73	0.92	773
5. Making decisions	2.73	0.84	815
6. Recreational int.	2.71	0.96	803
7. Managing time well	2.62	0.88	821
8. Coping with prob.	2.58	0.88	794
9. Learning how learn	2.48	0.95	821
10. Managing personal finances	2.46	0.97	760

Table 44 ranks how respondents felt their high school prepared them for four adult roles. Ratings were made on the same four point scale used for conditions. All four ratings fell within a narrow range (3.04 to 2.87) close to the top of the scale. It would appear that respondents are fairly well satisfied with the help they received from the school in preparation for each of the four adult roles.

Table 44

Rank Order of Respondents' Perception of ADULT ROLES By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of Adult Roles	$\bar{X}$	σ	n
1. Citizen	3.04	0.79	817
2. Student	2.89	0.83	811
3. Worker	2.87	0.84	811
4. Family Member	2.87	0.81	773

Table 45 describes how respondents rated 17 departments. Six departments received over a 3.00 mean rating (3.00 = good). These six most highly rated departments were home economics, business and office, English, math, agriculture, and music. Seven departments received ratings between 3.00 and 2.80. These seven departments were I.C.V.E., science, art, industrial education, distributive education, driver's education, and social studies. Three departments received ratings of less than 2.80. These three departments were physical education, foreign language, and R.O.T.C. Some weakness appears to be expressed by respondents in the lower ratings given to the physical education, foreign language, and R.O.T.C. departments. It might also be mentioned that of the four departments tested by the Comprehensive Test of Basic Skills (English, math, science, and social studies) that social studies rated the lowest. Consequently, it would appear that the areas in need of greatest strengthening over all seventeen schools according to respondents of the follow up study would be: (1) R.O.T.C., (2) foreign languages, (3) physical education, and (4) social studies.

Table 45

Rank Order of Respondents' Perception of HIGH SCHOOL DEPARTMENTS By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of High School Departments	$\bar{X}$	σ	n	
1. Home Economics	3.11	0.81	521	
2. Business & Office	3.08	0.83	532	
3. ENGLISH	3.08	0.88	842	
4. MATH	3.02	0.92	835	+
5. Agriculture	3.02	0.97	341	
6. Music	3.01	0.90	592	
7. I.C.V.E.	2.99	0.89	236	
8. SCIENCE	2.96	0.86	826	
9. Art	2.96	0.91	561	
10. Industrial Education	2.91	0.87	359	
11. Distributive Ed.	2.90	0.85	344	
12. Driver's Ed.	2.89	0.85	611	
13. SOCIAL STUDIES	2.86	0.89	828	
14. Physical Ed.	2.77	0.94	803	
15. Foreign Language	2.58	0.90	552	
16. R.O.T.C.	2.29	1.02	191	++
17. Other	---	---	64	

Table 46 shows how respondents replied to the question, "I believe graduation credit requirements should be increased from 18 to 20." Approximately 55 percent indicated they wanted no increase in requirements.

Table 46

n and Percent Agreeing/Disagreeing With an Increase in High School Graduation Requirements

Increase In Graduation Requirements	f	%	Adjusted %
Yes	375	42.8	44.6
No	465	53.0	55.4
No Data	37	4.2	---

+ Mathematics was found to correlate positively with academic ability. Consequently, this data must be interpreted as overrepresenting the opinion of the 1978 and 1979 graduating classes.

++ R.O.T.C. was found to correlate negatively with academic ability. Consequently, this data must be interpreted as underrepresenting the opinion of the 1978 and 1979 graduating classes.

H. Rank Order of Respondents' Perception of BASIC AREAS

Table 19 gives the means, standard deviations, and n of respondents' rating of three basic areas. The listing of the basic areas is rank ordered by group means.

Table 19

Rank Order of Respondents' Perception of BASIC AREAS By Group Mean

Rank Order of Basic Areas	$\bar{X}$	σ	n
1.			
2.			
3.			

I. Rank Order of Respondents' Perception of GENERAL SKILL AREA

Table 20 gives the means, standard deviations, and n of respondents' rating of ten general skill areas. The listing of the general skill areas is rank ordered by group means.

Table 20

Rank Order of Respondents' Perception of GENERAL SKILL AREA By Group Mean

Rank Order of General Skill Area	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

J. Rank Order of Respondents' Perception of ADULT ROLES

Table 21 gives the means, standard deviations, and n of respondents' rating of four adult roles. The listing of the adult roles is rank ordered by group means.

Table 21

Rank Order of Respondents' Perception of ADULT ROLES By Group Mean

Rank Order of Adult Roles	$\bar{X}$	6	n
1.			
2.			
3.			
4.			

K. Rank Order of Respondents' Perceptions of HIGH SCHOOL DEPARTMENTS

Table 22 gives the means, standard deviations, and n of respondents' rating of 17 high school departments. The listing of the high school departments is rank ordered by group means.

Table 22

Rank Order of Respondents' Perception of
HIGH SCHOOL DEPARTMENTS
By Group Mean

Rank Order of High School Departments	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			

L. Respondents' Belief Concerning Increase in High School Graduation Requirements

Respondents were asked whether high school graduation requirements should be increased from 18 to 20. Table 23 shows respondents' answers to this question.

Table 23

n and Percent Agreeing/Disagreeing With an
Increase in High School Graduation Requirements

Increase In Graduation Requirements	f	%	Adjusted %
Yes			
No			
No Data			

Reference

Babbie, Earl R. Survey Research Methods, Belmont, CA; Wadsworth Publishing Company, 1973.

Warmbrod, J. Robert The Sampling Problem in Research Design, Agricultural Education Magazine, November 1965, 106-108.

APPENDIX A

- Survey Instrument
- Suggested Cover Letter
- Suggested News Release

INSTRUCTIONS

Place a ✓ next to the sentence which best describes what you are presently doing. Be sure to *Check Only One!* Then proceed to the BLOCK INDICATED.

[ ] Enrolled in school/training either *full or part time*..Proceed to BLOCK A
[ ] Working either *full or part time (Include Homemaking)*.Proceed to BLOCK B
[ ] Unemployed at the present time.....Proceed to BLOCK E

SURVEY CONTROL NUMBER

A

Place a ✓ next to the term which best describes your present school/training. Then proceed to the BLOCK INDICATED. *Check Only One!*

[ ] Private Business/Commercial School....Proceed to BLOCK E
[ ] Company School/Training Program.....Proceed to BLOCK E
[ ] Apprenticeship Training/Schooling.....Proceed to BLOCK E
[ ] Vocational-Technical School.....Proceed to BLOCK D
[ ] Community/Junior College.....Proceed to BLOCK E
[ ] Four-Year College/University.....Proceed to BLOCK C
[ ] Other: _____....Proceed to BLOCK E

The College/University I am attending is (*Check Only One*):

[ ] Western [ ] Eastern [ ] Murray [ ] Centre
[ ] Brescia [ ] U of K [ ] Wesleyan [ ] Other-Out State
[ ] Morehead [ ] U of L [ ] Northern [ ] Other-In State

My College/University Major Area is (*Check Only One!*):

[ ] Communication [ ] Health Professions [ ] English
[ ] Social Studies [ ] Liberal Arts [ ] Science
[ ] Business [ ] Education [ ] Math
[ ] Undecided [ ] Other:_____

I am a student (*Check Only One*): [ ] full time. [ ] part time.

My GPA is:_____

IF YOU ARE WORKING WHILE ENROLLED IN SCHOOL, PROCEED TO BLOCK B. IF NOT WORKING, PROCEED TO BLOCK E.

B

I am working (*Check Only One*) [ ] full time. [ ] part time.

My job is in the field of (*Check Only One!*):

[ ] Agriculture/Farming [ ] Service
[ ] Homemaking [ ] Sales
[ ] Manufacturing [ ] Military
[ ] Business & Industry

PROCEED TO BLOCK E

D

I am a student (*Check Only One*) [ ] full time. [ ] part time.

My Vocational-Technical Area is (*Check One*)

[ ] Public Service Careers [ ] Agriculture Ed.
[ ] Health Occupations [ ] Distributive Ed.
[ ] Business & Office [ ] Trade & Industry
[ ] Home Ec. Occupations

IF YOU ARE WORKING WHILE ENROLLED IN SCHOOL, PROCEED TO BLOCK B. IF NOT WORKING, PROCEED TO BLOCK E.

E

I graduated from high school in: [ ] 1978 [ ] 1979

My sex is [ ] Male [ ] Female

PLEASE GO TO PAGE TWO →

Below are statements concerning different aspects of high school. Rate each statement based upon *your experiences* as a high school student.

A. I would judge the effectiveness of each of these CLASS ORGANIZATIONS in helping me learn as

	Very Helpful	Somewhat Helpful	Not Helpful	Never Experienced
1. Total class participation				
2. Small group participation				
3. Individual work in class				

B. I would judge the effectiveness of each of these TEACHING TECHNIQUES in helping me learn as

1. Lecture (teacher talking to class)				
2. Oral reports (students talking to class)				
3. Question and answer period (teacher questions/student answers)				
4. Class discussion (teacher and students talking to each other)				
5. Guest speaker (outside person talking to class)				
6. Role playing (acting out the part of someone else)				
7. Television				
8. Films and filmstrips				
9. Field trips				
10. Reading assignments - textbooks				
11. Reading assignments - other than textbooks (library books, newspapers, etc.)				
12. Homework assignments from textbooks				
13. Homework assignments requiring use of library reading materials				
14. Classroom "doing" experiences (science labs, art projects, etc.)				

C. I would rate the CONDITIONS at my high school as follows

	Excellent	Good	Fair	Poor	No Opinion
1. Number of school-sponsored clubs					
2. Number of school-sponsored sports					
3. Appropriateness of homework assignments					
4. Realism of teacher expectation					
5. Availability of teachers for individual help					
6. Availability of counselors/advisors for help with personal problems					
7. Availability of counselors/advisors for help with planning post high school educational plans					
8. Availability of counselors/advisors for help in discovering a career interest					
9. Availability of the high school principal to discuss problems					
10. Quality of the overall administration of the high school					

D. I would rate my high school for its help in preparing me in these BASIC AREAS as follows

	Excellent	Good	Fair	Poor	No Opinion
1. Reading					
2. Writing (reports)					
3. Mathematics					

E. I would rate my high school for its help in preparing me in these GENERAL SKILL AREAS as follows

1. Making decisions					
2. Managing time well					
3. Getting along with others					
4. Following instructions					
5. Managing personal finances					
6. Coping with daily problems					
7. Communicating effectively					
8. Learning how to learn					
9. Developing a personal value system					
10. Developing recreational interests					

F. I would rate my high school for its help in preparing me for the following ADULT ROLES as follows

1. Student					
2. Worker					
3. Family member					
4. Citizen					

G. I would rate each of my HIGH SCHOOL DEPARTMENTS OR AREAS as follows

1. English					
2. Math					
3. Science					
4. Social Studies					
5. Foreign Language					
6. Art					
7. Music					
8. Physical Education					
9. Driver's Education					
10. R.O.T.C.					
11. Vocational Education					
a. Agriculture					
b. Business or Office Occupations					
c. Distributive Education					
d. Home Economics Education					
e. Industrial Education					
f. I.C.V.E. (Interlocking Cooperative Vocational Education)					
12. Other (please specify) _____					

H. I believe graduation credit requirements should be increased from 18 to 20 ☐ Yes ☐ No

Your teachers would like to hear what you liked *best* and *least* about your high school. If you would like to share this information, please complete this page.

1. For every department you rated as "Excellent" on the previous page, please list courses you took in this department and tell what you liked *best* about the department.

2. For every department you rated as "Poor" on the previous page, please list courses you took in this department and tell what you liked *least* about the department.

3. What *suggestions for improvement* can you offer your high school?

T H A N K Y O U

PLEASE RETURN IN THE ENCLOSED POSTAGE-PAID ENVELOPE

JOHN SMITH HIGH SCHOOL
Anytown, Kentucky 99999

S A M P L E L E T T E R

Dear John Smith High Graduate,

In conjunction with other high schools in this area, John Smith High is participating in a research program designed to survey 8,000 high school graduates. The results of this project will greatly assist us in identifying some of the strengths and weaknesses of high school programs in our area and most importantly the programs at John Smith High.

As a recent graduate, your name was one of the many names selected from our graduates to participate in this research program by completing and returning the enclosed follow-up questionnaire. We ask that you take a few moments to complete the questionnaire and return it in the attached postage paid envelope at your earliest convenience. Please DO NOT put your name or address on the questionnaire or the return envelope.

By helping us with the follow-up survey, you will be making a very important contribution to our effort of providing the best possible education to the students of Dandy County.

Thank you for your help,

Joseph Jones, Principal

Enclosure

N E W S R E L E A S E - S A M P L E

_____High School is presently involved in surveying 1978 and 1979 graduates. Survey instruments have been (will be) mailed to a specially selected random sample of graduates on _____. Graduates have been (will be) asked to give their perceptions on a variety of items that will provide feedback for school improvement.

(principal)
_____encourages all graduates to complete the survey instrument as quickly as possible and return it to the high school in the postage paid envelope. Through an honest appraisal of their high school graduates will provide data useful in increasing school effectiveness. Through the completion of the survey graduates will be helping to maintain educational standards that will make them proud to say they are a graduate of _____High School.

APPENDIX B

- Forms to Request Reanalysis of Data

REQUEST FOR REANALYSIS ON THE PERCEPTIONS OF 1978 AND 1979 GRADUATES

School District _____ Date of Request: _____

Person Requesting _____

Address _____ Date Data Needed: _____

Phone No. _____

Complete I, II, and/or III below

I. Research question(s) to be answered:

a.

b.

c.

II. Variables to be analyzed:

a -	b -	c -
1.	1.	1.
2.	2.	2.
3.	3.	3.

III. Diagram of data analyses wanted: (See examples in step 5 section II)

a. b. c.

Return Form To
Marie Abram, College of Education, Room 233
Western Kentucky University
Bowling Green, Ky 42101

MA
4/2/80

APPENDIX C

- Evaluation of the Study and Report

If you have spent at least 15 minutes on this report, your comments will be of value to us.

If this is your personal copy of the report please tear out the evaluation form, complete it, and send it to us. If you share this report, please xerox a copy of the evaluation form, complete it, and send it to us.

Thank you.

EVALUATION OF THE PERCEPTIONS
OF 1978 AND 1979 GRADUATES

Circle the point on the 5-point scale that represents your evaluation of the question asked.

Skip any question on which you have no knowledge on which to base an opinion.

		Excellent				*Poor*
		5	4	3	2	1
1.	The decision to conduct a major research project on high school graduates was					
2.	The choice of surveying recent (1978 and 1979) graduates rather than older (pre-1978) graduates was					
3.	The technique of choosing a random sample rather than surveying all graduates was					
4.	The survey instrument was					
5.	The suggested cover letter was					
6.	The news release was					
7.	The worksheets provided to collect names, addresses, and demographic information were					
8.	The idea of using descriptive items to judge representativeness of returns was					
9.	Throughout the data collection process communication with the PREPS Research Team was					
10.	Overall, the final report was					
11.	The clarity of the "Study Guide" (Steps 1-5, Section II) was					
12.	The clarity of Section III, Introduction, was					
13.	The clarity of Section IV, The Design of The Study, was					

14. The clarity of Section V, A Comparison of Respondents with the Total Sample, was

15. The clarity of Section VI, Findings, was

16. Sending district-wide data (the addendum to the study) as it becomes available is

17. Allowing each school to ask additional research questions is

18. The form provided for asking for additional data analysis is

19. My position within the school is (check one)

__ Administrator
__ Teacher
__ Department Head
__ Counselor
__ other (please specify) _____

20. The number of students in twelfth grade in this school is

__ less than 100 students
__ from 100 to 200 students
__ more than 200 students

21. I read the study

__ in detail
__ somewhat
__ a little
__ other (please specify _____)

22. I feel I will make use of this study

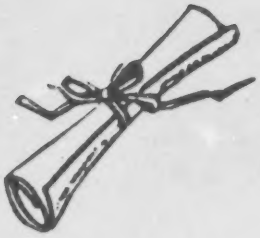
__ to a high degree
__ somewhat
__ a little
__ not at all

23. I feel I could make use of further analysis of the data

__ yes
__ no
__ other (please specify _____)

24. I would like further instruction on asking additional research questions and ideas on further use of the data

__ yes
__ no
__ other (please specify _____)



ADDENDUM - POOLED DATA

To the Study

"The Perceptions of 1978 and 1979 Graduates"

Conducted by the

Professional Development Center Network
Western Kentucky University
College of Education, Suite 233
Bowling Green, Kentucky 42101

and

Seventeen Central Kentucky Schools

Report by

Marie J. Abram

September, 1980

The Perceptions of 1978 and 1979 Graduates

Introduction

A follow up of recent high school graduates was conducted during the 1979-1980 school year by 17 high schools in central Kentucky with the help of the Professional Development Center Network at Western Kentucky University. Data for the study were collected with a specially designed survey instrument that contained six demographic variables describing the graduates, 16 variables describing what the graduates were presently doing, and 57 variables that asked graduates for their opinion of their former high school. The instruments were mailed on or about February 1, 1980 to a random sample of 1978 and 1979 graduates from each of the participating schools.

This report pools the data from the 17 high schools. Each of the individual schools have already received a report on the data supplied by their graduates. It is believed that this report on pooled data will be useful as a reference point against which to judge the individual school data.

This report is written in three sections. First, the representativeness of the data is discussed. Second, the present work and educational activities of respondents are described. Third, the opinions of the respondents are described.

Representativeness of the Respondents And Interpretation of the Data

To interpret the data in this report it is necessary to discuss the sampling procedures and the handling of non-responses. Each of the schools randomly selected graduates to represent all graduates during the years 1978 and 1979. Had each graduate who was sampled returned their survey instrument it would be possible to say that their opinions

adequately represented all students graduating during these two years. However, only 48.9 percent of sampled graduates returned their instrument. This brings into question the possibility that only a select group may have returned instruments and that the data might be biased. To determine if (and where) biases occurred, the six demographic variables on respondents (graduates who returned their instruments) were compared with the same data available on the original sample. It was found that the following graduates were somewhat overrepresented: (1) graduates with higher high school achievement, (2) graduates who were judged by counselors to be enrolled in a college preparatory course, (3) 1979 graduates, and (4) female graduates (see Tables 24 through 29).

As a result of overrepresentation of graduates on these four variables, it was necessary to determine whether this overrepresentation would bias graduates' opinions. In only three instances were significant and meaningful correlations (r greater than .20) found:

(1) academic ability and mathematics as a basic area ($r = 0.21$)

(2) academic ability and mathematics as a department ($r = 0.22$), and

(3) academic ability and R.O.T.C. as a department ($r = -0.22$).

It would appear that all opinion data given in this report (data appearing on Tables 39 through 45) can be interpreted as adequately representing the entire graduating classes of the years 1978 and 1979 with three exceptions. In mathematics as a basic area and mathematics as a department the mean rating of graduates will be inflated due to an overrepresentation of higher achieving graduates who liked mathematics more than other graduates. In R.O.T.C. the mean rating of graduates will be deflated due to an overrepresentation of higher achieving graduates who rated R.O.T.C. lower than other graduates. These three items are marked in the report with a cross (+ or ++) to separate them from representative items.

Table 24

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on TOTAL BATTERY ACHIEVEMENT Using Stanine Score

	n = 1101 Respondents (C)			n = 2252 Sample (B)		
Stanine	f	%	Adjusted %	f	%	Adjusted %
1	17	1.9	2.6	59	2.6	3.6
2	18	2.1	2.8	77	3.4	4.7
3	58	6.6	8.9	196	8.7	11.9
4	112	12.8	17.2	322	14.3	19.6
5	140	16.0	21.4	353	15.7	21.5
6	143	16.3	21.9	319	14.2	19.4
7	83	9.5	12.7	176	7.8	10.7
8	48	5.5	7.4	86	3.8	5.2
9	34	3.9	5.2	55	2.4	3.3
No data	224	25.5	---	608	27.0	---
Mean		5.37			4.98	
Standard Deviation		1.81			1.82	

Table 25

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on Number of YEARS GRADUATE ATTENDED HIGH SCHOOL

Number of Years in High School	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
Less than 1	1	0.1	0.1	5	0.2	0.2
1 year	2	0.2	0.2	8	0.4	0.4
2 years	20	2.3	2.5	46	2.0	2.2
3 or more	778	88.7	97.0	2007	89.2	97.1
Other	1	0.1	0.1	1	0.0	0.0
No data	75	8.6	---	184	8.2	---

Table 26

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on Counselor's Estimate of CURRICULA

High School Curricula	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
College Preparatory	292	33.3	36.4	578	25.7	28.1
General	240	27.4	29.9	718	31.9	34.9
Vocational - In High School	118	13.5	14.7	329	14.6	16.0
Vocational - Voc.-Tech. School	147	16.8	18.3	413	18.3	20.1
Not classified	5	0.6	0.6	19	0.8	0.9
No data	75	8.6	---	194	8.6	---

Table 27

Comparison of Respondents (C) and Sample (B)
Across All Schools Participating in the Follow Up Study
on CETA PARTICIPATION

CETA Participation	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
Participated	37	4.2	5.0	107	4.8	5.6
Did not Participate	706	80.5	95.0	1791	79.6	94.4
No data	134	15.3	---	353	15.6	---

Table 28

n and Percent of Respondents Returning
Survey Instrument by YEAR OF GRADUATION
Across All Schools Participating in the Follow Up Study

Year of Graduation	n	%	Adjusted %
1978	389	44.4	47.4
1979	432	49.3	52.6
No data	56	6.4	---

Table 29

n and Percent of Respondents Returning Survey Instrument by SEX Across All Schools Participating in the Follow Up Study

Sex of Graduate	n	%	Adjusted %
Male	336	38.3	41.3
Female	477	54.4	58.7
No data	64	7.3	---

Present Work and Educational Activities of Respondents

Tables 30 and 31 describe the employment reported by respondents. Approximately 50 percent of respondents reported working either part time or full time with the larger proportion of those working doing so full time (69.5 percent of the graduates working listed themselves as working full time). Areas listed by at least 10 percent of working respondents were: business and industry (37.6%), service (18.0%), sales (13.6%), manufacturing (12.4%), and homemaking (10.6%). Areas listed by less than 10 percent of respondents were agriculture and the military.

Table 30

n and Percent of Time Respondents Reported Working Across All Schools Participating in the Follow Up Study

Time Working	n	%	Adjusted %
Full Time	303	34.5	69.5
Part Time	133	15.2	30.5
No data	441	50.3	---

Table 31

n and Percent of Respondents Reporting Working in Various Fields Across All Schools Participating in the Follow Up Study

Field Working	n	%	Adjusted %
Agriculture/Farming	29	3.3	6.7
Homemaking	46	5.2	10.6
Manufacturing	54	6.2	12.4
Business and Industry	163	18.6	37.6
Service	78	8.9	18.0
Sales	59	6.7	13.6
Military	5	0.6	1.2
No Data	443	50.5	---

Table 32 describes the type of post high school education respondents reported presently being involved in. The greatest majority of respondents continuing their education were involved in four-year colleges and universities (63.4%). Junior and community colleges were reported as being attended by 14.2 percent of respondents and vocational-technical schools were reported as being attended by 10.3 percent of respondents involved in post high school education. Less than 10 percent of respondents involved in post high school education were enrolled in private or commercial schools, company schools, apprenticeships, and schools they classified as "other."

Table 32

n and Percent of Respondents Reporting Being Enrolled in Various Schools Across All Schools Participating in the Follow Up Study

Type of School	n	%	Adjusted %
Private Business/Commercial School	16	1.8	3.4
Company School/Training Program	4	0.5	0.9
Apprenticeship Training/Schooling	7	0.8	1.5
Vocational-Technical School	48	5.5	10.3
Community/Junior College	66	7.5	14.2
Four-Year College/University	294	33.5	63.4
Other	29	3.3	6.3
No Data	413	47.1	---

Tables 33 through 36 describe respondents enrolled in four year colleges and universities.

Table 33 shows that all but 4.3 percent of respondents listed themselves as full time students.

Table 34 shows that the four year institutions attended most often were Western Kentucky University (44.2%) and the University of Kentucky (17.7%). Four-year institutions attended by less than ten percent of respondents were Eastern Kentucky University (4.8%), Brescia (3.9%), Wesleyan (3.9%), University of Louisville (1.6%), Centre (1.6%), other out of state institutions (8.4%) and other in state institutions (4.5%).

Table 35 shows that major areas of study chosen by at least 10 percent of respondents were "other" (26.6%), business (17.8%), undecided (17.2%), education (10.8%), and health professions (10.8%). Areas receiving less than ten percent of respondents were science (5.1%), liberal arts (4.7%), math (3.4%), social studies (1.3%), and English (1.0%). It would appear that 1978 and 1979 graduates were not far enough into their college career to give an accurate listing of their eventual major area.

Table 36 shows that respondents reported their mean college grade point average as 2.87 with a standard deviation of 0.58. This would appear to indicate that respondents on the average are experiencing success in college.

Table 33

n and Percent of Respondents Now Enrolled as Full Time and Part Time College or University Students Across All Schools Participating in the Follow Up Study

Time in School	n	%	Adjusted %
Full Time	290	33.1	95.7
Part Time	13	1.5	4.3
No Data	574	65.5	---

Table 34

n and Percent of Respondents Reporting Attending Various Colleges and Universities Across All Schools Participating in the Follow Up Study

College or University	n	%	Adjusted %
Western	137	15.6	44.2
Brescia	12	1.4	3.9
Morehead	0	0.0	0.0
Eastern	15	1.7	4.8
U of K	55	6.3	17.7
U of L	5	0.6	1.6
Murray	29	3.3	9.4
Wesleyan	12	1.4	3.9
Northern	0	0.0	0.0
Centre	5	0.6	1.6
Other-Out State	26	3.0	8.4
Other-In State	14	1.6	4.5
No Data	567	64.7	---

Table 35

n and Percent of Respondents By
College/University Major Area of Study
Across All Schools Participating in the Follow Up Study

Major Area of Study	n	%	Adjusted %
Business	53	6.0	17.8
Communication	3	0.3	1.0
Education	32	3.6	10.8
English	3	0.3	1.0
Health Professions	32	3.6	10.8
Liberal Arts	14	1.6	4.7
Math	10	1.1	3.4
Other	79	9.0	26.6
Science	15	1.7	5.1
Social Studies	4	0.5	1.3
Undecided	51	5.8	17.2
No Data	581	66.2	---

Table 36

Mean and Standard Deviation
of Respondent's Grade Point Average
Across All Schools Participating
in the Follow Up Study

Mean	2.87
Standard Deviation	0.58
N of cases	277

Tables 37 and 38 describe the respondents enrolled in vocational-technical schools. Approximately three-fourths of post high school vocational-technical respondents were enrolled full time.

Major areas pursued by respondents were trade and industry (45.0%), health occupations (16.7%), business and office (16.7%), and public service careers (13.3%). Home economics and agriculture were reported as being attended by 5 percent or less of respondents.

Table 37

n and Percent of Respondents Now Enrolled as Full Time and Part Time Students in Vocational-Technical Schools Across All Schools Participating in the Follow Up Study

Time in School	n	%	Adjusted %
Full Time	44	5.0	75.9
Part Time	14	1.6	24.1
No Data	819	93.4	---

Table 38

n and Percent of Respondents Presently Enrolled in Vocational-Technical Schools by Area of Study Across All Schools Participating in the Follow Up Study

Vocational-Technical Area	n	%	Adjusted %
Public Service Careers	8	0.9	13.3
Health Occupations	10	1.1	16.7
Business and Office	10	1.1	16.7
Home Economics Occupations	2	0.2	3.3
Agriculture Education	3	0.3	5.0
Distributive Education	0	0.0	0.0
Trade and Industry	27	3.1	45.0
No Data	817	93.2	---

Respondent's Opinions About Their High School

Tables 39 through 45 rank order 57 items according to the mean rating given by respondents. Each series of items that cluster around a particular dimension are reported on a separate table.

Table 39 ranks how effective three methods of class organization were in helping the respondent learn. Graduates responded to these items on a three point scale (3 = very helpful, 2 = somewhat helpful, 1 = not helpful). The mean of all three class organizations (individual work,

small group, and total class) fall between the very helpful and somewhat helpful ratings. Differences between these three methods are small. It would appear that respondents found each of these three methods helpful.

Table 39

Rank Order of Respondents' Perception of Effectiveness of CLASS ORGANIZATION By Group Mean Across All Schools Participating in the Follow Up Study (Using a Three Point Scale)

Rank Order of Class Organization	$\bar{X}$	σ	n
1. Individual work	2.42	0.62	822
2. Small group	2.37	0.61	817
3. Total class	2.32	0.59	810

Table 40 ranks how effective fourteen teaching techniques were in helping the respondent learn. The same three point scale used to rate class organizations was used to rate teaching techniques. The means for the fourteen items ranged from 2.74 to 1.82 with class discussion being rated the most favorable and oral reports being rated the least favorable. Other favored teaching techniques were doing experiences and field trips. Other teaching techniques falling at the lower end of the rating were role playing and television. Teaching techniques believed to be used most often in high school (lecture, reading assignments from texts and from books other than texts, homework assignments from texts and other than texts) fell in the middle part of the ranking.

Table 40

Rank Order of Respondents' Perception of Effectiveness of TEACHING TECHNIQUES By Group Mean Across All Schools Participating in the Follow Up Study (Using a Three Point Scale)

Rank Order of Teaching Techniques	$\bar{X}$	σ	n
1. Class discussion	2.74	0.52	840
2. Doing experiences	2.69	0.56	817
3. Field trips	2.43	0.66	740
4. Q & A period	2.39	0.62	834
5. Homework-text	2.31	0.65	833
6. Guest speaker	2.30	0.72	770
7. Lecture	2.29	0.66	837
8. Read assmts.-non text	2.29	0.65	838
9. Read assmts.-text	2.26	0.60	839
10. Homework-library	2.26	0.69	827
11. Films & Filmstrips	2.21	0.62	837
12. Television	1.91	0.69	642
13. Role playing	1.83	0.78	588
14. Oral reports	1.82	0.74	825

Table 41 ranks ten items under the heading of conditions at my high school. A four point scale was used to rate these conditions (4 = excellent, 3 = good, 2 = fair, and 1 = poor). School sports and school clubs received the highest ratings (3.07 and 2.99) with counselors being available for help in discovering a career interest and principals being available to discuss problems rated as lowest (2.59 and 2.52).

Table 41

Rank Order of Respondents' Perception of HIGH SCHOOL CONDITIONS By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of High School Conditions	$\bar{X}$	σ	n
1. School Sports	3.07	0.86	831
2. School Clubs	2.99	0.84	836
3. Counselors post HS plans	2.77	1.06	805
4. Overall adm. of school	2.77	0.83	828
5. Counselors for help	2.69	1.08	792
6. Teachers for help	2.69	1.02	832
7. Homework assignments	2.65	0.73	824
8. Teacher expectation	2.63	0.78	818
9. Counselors-career int.	2.59	1.02	798
10. Principal to discuss problems	2.52	1.09	786

Table 42 ranks how respondents felt their high school prepared them in three basic areas; reading, writing, and mathematics. Ratings were made on the same four point scale used to rate school conditions. Reading received the highest rating (3.01), mathematics the second highest rating (2.97) and writing the lowest rating (2.76). It would appear that respondents did not feel their high school had prepared them quite as well in writing as it had in reading and mathematics.

Table 42

Rank Order of Respondents' Perception of BASIC AREAS By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of Basic Areas	$\bar{X}$	σ	n
1. Reading	3.01	0.86	839
2. Mathematics	2.97	0.95	833 +
3. Writing (reports)	2.76	0.94	841

+ Mathematics was found to correlate positively with academic ability. Consequently, this data must be interpreted as overrepresenting the opinion of the 1978 and 1979 graduating classes.

Table 43 ranks how respondents felt their high school prepared them in ten general skill areas. Ratings were made on the same four point scale used to rate school conditions. Getting along with others and following instructions were rated highest (3.09 and 3.01) and learning how to learn and managing personal finances (2.48 and 2.46) were rated lowest.

Table 43

Rank Order of Respondents' Perception of GENERAL SKILL AREA By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of General Skill Area	$\bar{X}$	σ	n
1. Get along w/others	3.09	0.82	827
2. Following instruc.	3.01	0.73	832
3. Communicating	2.76	0.87	817
4. Value System	2.73	0.92	773
5. Making decisions	2.73	0.84	815
6. Recreational int.	2.71	0.96	803
7. Managing time well	2.62	0.88	821
8. Coping with prob.	2.58	0.88	794
9. Learning how learn	2.48	0.95	821
10. Managing personal finances	2.46	0.97	76[illegible]

Table 44 ranks how respondents felt their high school prepared them for four adult roles. Ratings were made on the same four point scale used for conditions. All four ratings fell within a narrow range (3.04 to 2.87) close to the top of the scale. It would appear that respondents are fairly well satisfied with the help they received from the school in preparation for each of the four adult roles.

Table 44

Rank Order of Respondents' Perception of ADULT ROLES By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of Adult Roles	$\bar{X}$	σ	n
1. Citizen	3.04	0.79	817
2. Student	2.89	0.83	811
3. Worker	2.87	0.84	811
4. Family Member	2.87	0.81	773

Table 45 describes how respondents rated 17 departments. Six departments received over a 3.00 mean rating (3.00 = good). These six most highly rated departments were home economics, business and office, English, math, agriculture, and music. Seven departments received ratings between 3.00 and 2.80. These seven departments were I.C.V.E., science, art, industrial education, distributive education, driver's education, and social studies. Three departments received ratings of less than 2.80. These three departments were physical education, foreign language, and R.O.T.C. Some weakness appears to be expressed by respondents in the lower ratings given to the physical education, foreign language, and R.O.T.C. departments. It might also be mentioned that of the four departments tested by the Comprehensive Test of Basic Skills (English, math, science, and social studies) that social studies rated the lowest. Consequently, it would appear that the areas in need of greatest strengthening over all seventeen schools according to respondents of the follow up study would be: (1) R.O.T.C., (2) foreign languages, (3) physical education, and (4) social studies.

Table 45

Rank Order of Respondents' Perception of HIGH SCHOOL DEPARTMENTS By Group Mean Across All Schools Participating in the Follow Up Study (Using a Four Point Scale)

Rank Order of High School Departments	$\bar{X}$	σ	n
1. Home Economics	3.11	0.81	521
2. Business & Office	3.08	0.83	532
3. ENGLISH	3.08	0.88	842
4. MATH	3.02	0.92	835 +
5. Agriculture	3.02	0.97	341
6. Music	3.01	0.90	592
7. I.C.V.E.	2.99	0.89	236
8. SCIENCE	2.96	0.86	826
9. Art	2.96	0.91	561
10. Industrial Education	2.91	0.87	359
11. Distributive Ed.	2.90	0.85	344
12. Driver's Ed.	2.89	0.85	611
13. SOCIAL STUDIES	2.86	0.89	828
14. Physical Ed.	2.77	0.94	803
15. Foreign Language	2.58	0.90	552
16. R.O.T.C.	2.29	1.02	191 ++
17. Other	---	---	64

Table 46 shows how respondents replied to the question, "I believe graduation credit requirements should be increased from 18 to 20." Approximately 55 percent indicated they wanted no increase in requirements.

Table 46

n and Percent Agreeing/Disagreeing With an Increase in High School Graduation Requirements

Increase In Graduation Requirements	f	%	Adjusted %
Yes	375	42.8	44.6
No	465	53.0	55.4
No Data	37	4.2	---

+ Mathematics was found to correlate positively with academic ability. Consequently, this data must be interpreted as overrepresenting the opinion of the 1978 and 1979 graduating classes.

++ R.O.T.C. was found to correlate negatively with academic ability. Consequently, this data must be interpreted as underrepresenting the opinion of the 1978 and 1979 graduating classes.

PART SIX - CODEBOOK

CODE BOOK

NOTE: PLEASE READ NOTE ON PAGE THREE BEFORE STARTING CODING PROCEDURES

CODING INSTRUCTIONS: FOLLOW-UP SURVEY

1. Code the SURVEY CONTROL NUMBER in columns 1-10 of cards 1 & 2.

2. Code information from "INSTRUCTIONS" block in column 13 of card one. Use these codes for column 13:
   Code 1 if enrolled in school/training was selected
   Code 2 if working full or part time was selected
   Code 3 if unemployed was selected.

3. Code information in BLOCK A to column 15 of card 1.
   Use these codes for column 15:
   Code 1 if Private Business/Commercial School was selected
   Code 2 " Company School/Training Program " "
   Code 3 " Apprenticeship Training/Schooling " "
   Code 4 " Vocational-Technical School " "
   Code 5 " Community/Junior College " "
   Code 6 " Four-Year College/University " "
   Code 7 " Other " "

4. Code information in BLOCK B to columns 17-18 of card 1.
   Use these codes for column 17:
   Code 1 if individual is working full time.
   Code 2 if individual is working part time.
   Use these codes for column 18:
   Code 1 if individual selected Agriculture/Farming
   Code 2 " " " Homemaking
   Code 3 " " " Manufacturing
   Code 4 " " " Business & Industry
   Code 5 " " " Service
   Code 6 " " " Sales
   Code 7 " " " Military

5. Code information in BLOCK C to columns 20-27 of card 1.
   Use these codes for columns 20-21.
   Code 01 if individual selected Western
   Code 02 " " " Brescia
   Code 03 " " " Morehead
   Code 04 " " " Eastern
   Code 05 " " " U of K
   Code 06 " " " U of L
   Code 07 " " " Murray
   Code 08 " " " Wesleyan
   Code 09 " " " Northern
   Code 10 " " " Centre
   Code 11 " " " Other-Out State
   Code 12 " " " Other-In State

   Use these codes for columns 22-23:
   Code 01 if individual selected Communication
   Code 02 " " " Social Studies
   Code 03 " " " Business
   Code 04 " " " Undecided
   Code 05 " " " Health Professions
   Code 06 " " " Liberal Arts
   Code 07 " " " Education

Code 08 if individual selected Other
Code 09 " " " English
Code 10 " " " Science
Code 11 " " " Math

Use these codes for column 24:
Code 1 if individual is full time student.
Code 2 if individual is part time student.

Code GPA in columns 25-27.
DO NOT CODE DECIMAL POINT.
EXAMPLE--------if GPA is 3.5 CODE AS 350
if GP is 2.0 CODE AS 200

6. Code information in BLOCK D to columns 29-30 of card 1
Use these codes for column 29:
Code 1 if individual is a full time student.
Code 2 if individual is a part time student.
Use these codes for column 30:
Code 1 if individual selected Public Service Careers
Code 2 " " " Health Occupations
Code 3 " " " Business & Office
Code 4 " " " Home Ec. Occupations
Code 5 " " " Agriculture Ed.
Code 6 " " " Distributive Ed.
Code 7 " " " Trade & Industry

7. Code information in BLOCK E to columns 32-33 of card 1.
Use these codes for column 32:
Code 1 if individual graduated in 1978.
Code 2 if individual graduated in 1979.
Use these codes for column 33:
Code 1 if individual responded male.
Code 2 if individual responded female.

CODING FOR CARD ONE IN NOW COMPLETE.

BEGIN CODING OF CARD 2 (TURN TO PAGES 2 & 3 OF THE SURVEY)

8. Code SURVEY CONTROL NUMBER IN COLUMNS 1-10 of card 2 (if not already coded).

9. Code responses to question A in columns 13-15 of card 2.
Use the following codes:
Code 4 if individual marked Very Helpful
Code 3 if individual marked Somewhat Helpful
Code 2 if individual marked Not Helpful
Code 1 if individual marked Never Experienced

Code question 1 in column 13, question 2 in column 14, question 3, in column 15.

10. Code responses to question B in columns 17-30 of card 2.
Use the same codes as question "A" above.
Code question 1 in column 17, question 2 in column 18, etc...

11. Code responses to question C in columns 32-41 of card 2.
Code question 1 in column 32, question 2 in column 33, etc...
Use the following codes:
Code 5 if individual marked Excellent
Code 4 " " " Good
Code 3 " " " Fair
Code 2 " " " Poor
Code 1 " " " No Opinion

12. Code responses to question D in columns 43-45 of card 2.
Code question 1 in column 43, question 3 in column 44, etc...
Use the same codes as question "C" above.

13. Code responses to question E in columns 47-56 of card 2.
Code question 1 in column 47, question 2 in column 48, etc...
Use the same codes as question "C" above.

14. Code responses to question F in columns 58-61 of card 2.
Code question 1 in column 58, question 2 in column 59, etc...
Use the same codes as "C" above.

15. Code responses to question G in columns 63-79 of card 2.
Code question 1 in column 63, question 2 in column 64, etc...
Use the same codes as "C" above.
NOTE--BE SURE NOT TO CODE COLUMN 80 FOR THIS QUESTION

16. Code response to question H in column 80 of card 2.
Code 1 if individual responded yes.
Code 2 if individual responded no.

END OF CODING FOR THIS SURVEY.

NOTE

** Leave all missing data (no responses to question) BLANK.
** Leave any question which individual responded with more than one answer BLANK.

IF ANY QUESTIONS ABOUT THE CODING OF THE SURVEY INSTRUMENT, PLEASE CALL (COLLECT) MR. ROBERT COBB, PDC NETWORK: 745-2197 or 745-2451.